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ABSTRACT

A project proposed to demonstrate that quality bilingual (Spanish/English) curriculum materials for word processing could be developed. There were six different, yet interrelated elements or stages in this curriculum effort: (1) identification of competencies and materials: (2) translation, adaptation, and development of materials: (3) articulation: (4) application and evaluation: (5) analysis of outcomes: and (6) evaluation of overall effort. The staff of two bilingual curriculum specialists, one coordinator, two consultants, and project director researched, identified, translated, adapted, and developed two bilingual training manuals. They were a student's manual and a teacher's manual. Incorporating the parallel use of English and Spanish throughout the theory review and practice exercises, these products were designed primarily for students who are enrolled in a word processing course utilizing CRT text-editing equipment. Field testing and evaluation of materials were planned for the fall semester, 1980, at Essex County College. (YLB)

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FINAL REPORT

OF

THE BILINGUAL WORD PROCESSING CURRICULUM DEVELOPMENT PROJECT

PROYECTO DE DESARROLLO CURRICULAR EN EL PROCESAMIENTO DE COMUNICACION ESCRITA BILINGUE

1979-80

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROJECT TITLE: Bilingual Word Processing Curriculum Development

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ABSTRACT

DESCRIPTION OF PROJECT

OBJECTIVES

The Bilingual Word Processing Curriculum Development Project proposed to demonstrate that quality bilingual (Spanish/English) curriculum materials for word processing could be developed. The parallel incorporation of materials in English and Spanish would be used as the vehicle of instruction. The purpose of these materials would be the facilitation of training of bilingual word processors by providing learning experiences which would result in the parallel use of these languages--a concept, technique, procedure, or terminology learned in one language would be immediately reinforced using the second language. Similarities and differences in language usage, as well as in techniques and procedures in these two languages, would be strictly enforced in the learning environment. The concept that both languages are equally important would be stressed.

PROCEDURES

A staff of two bilingual curriculum specialists, one coordinator, and two consultants, together with a project director, researched, identified, translated, adapted, and developed two bilingual training manuals. These are:

1. A student's manual containing: (1) An overview of bilingual education and word processing, (2) A theoretical review of the most common practices and procedures used in the preparation of written communications in English and Spanish, (3) A set of 54 practical exercises (27 in English and 27 in Spanish) for the students to learn and demonstrate their acquisition of bilingual skills in word processing, and (4) A summary of the instructions for using the Lanier No Problem Typing System and a glossary of word processing terms in English and Spanish, and a bibliography.

2. A teacher's manual containing: (1) An overview of bilingual education and word processing, (2) Specific recommendations to guide the instructor in using the material and exercises in the student's manual, (3) A set of evaluation exercises correlated with each unit of instruction in the student's manual to measure the attainment of the performance goal for each unit, including a key to the evaluation exercises, and (4) A summary of the instructions for using the Lanier No Problem Typing System and a glossary of word processing terms in English and Spanish, and a bibliography.

The products developed under this project are designed primarily for students who are enrolled in a word processing course utilizing sophisticated CRT text-editing equipment. However, these materials could be adapted for use in an advanced typewriting course emphasizing the bilingual aspects of the materials. To fully benefit from this project, the student must be dominant in one of the two languages and have a reading and comprehension level of, as well as a desire to master, the second language.

These materials will be field-tested in word processing classes at Essex County Collge during the Fall Semester. Evaluations will be made, and materials will be modified where needed.

CONTRIBUTIONS TO EDUCATION

Curriculum materials utilizing English and Spanish in parallel as the vehicle for training office workers in general and word processors in particular are limited. Most of the materials available are in one or the other language. This situation persists in the midst of a growing demand for competent, "functional" bilingual (English and Spanish) office workers. Therefore, the materials developed through this Project will facilitate the preparation of bilingual word processors by providing them with experiences in completing parallel exercises in English and Spanish, utilizing word processing equipment.

The salient feature of these two products is the parallel use of English and Spanish throughout the theory review and the practice exercises. The similarities and differences in practices and procedures used in the preparation of business communications in English and Spanish are presented one adjacent to the other to facilitate their comparison. Also, all exercises in English are similar in content and meaning to those in Spanish. Therefore, the completion of these exercises will reinforce the parallel use of both languages and develop an awareness of similarities and differences in communications in English and Spanish.

BILINGUAL WORD PROCESSING CURRICULUM
DEVELOPMENT PROJECT

1. PROBLEM

Awareness and sensitivity to the needs of bilingual individuals have increased significantly during the present decade. However, relevant programs are being implemented slowly. Basically, since its inception into the educational process, Bilingual Education has suffered from the lack of adequate, relevant educational materials to support the efforts of classroom instruction. There are all kinds of modus operandi in the bilingual classroom. Most books and materials currently in use are in one or the other language. Their use in the classroom depends, primarily, on the instuctor's familiarity with the particular material. Very seldom is an effort made to articulate both English and Spanish course content in the teaching-learning process. Ongoing curriculum development projects are, for the most part, concentrated on the K to 9th grade level. Few efforts can be identified at the secondary and post-secondary level and even fewer in the area of vocational-technical education. In this area, curriculum development efforts are limited to offering some bilingual courses. Course content and the materials used in designing instruction are totally at the discretion of the particular instructor. Materials to train a functional bilingual skilled or professional individuals are virtually nonexistent.

Additionally, the fact that the Spanish-speaking segment of the population is ever-increasing and making a significant economic contribution to our society make it imperative that more individuals with bilingual abilities be trained in vocational career-related job tracks. (TIME, October 16, 1978)

One of the vocational areas where the bilingually trained individual has the greatest opportunity for employment and advancement is the office occupations field. However, today's office is undergoing dramatic and constant change. New and emerging technology is rapidly transforming office work. The overall emphasis is in processing information as expeditiously as possible. With machines which have the capability of producing documents within a matter of minutes, office occupations are becoming more and more specialized. These developments have facilitated the expansion of American business throughout the world Also, these changes are prompting the revision of programs and courses in the office and secretarial training areas.

One of the leading components of the new office are word processing systems and technologies. Courses to train individuals in this field are flourishing. Essex County College has incorporated two word processing courses which should serve as the foundation for developing a one-year certificate program, which, if the present trend continues, could easily evolve into a two-year degree program within two years.

One of the salient features of the course and subsequent certificate program that Essex County College will be offering is a bilingual component to provide for the approximately 20 percent

Spanish-speaking students attending the College. The soft and hardware needed to conduct this type of training has been acquired by the Department of Information Processing, Secretarial Studies, and Business Education through a fiscal 1980 Vocational Education Grant from the Department of Higher Education.

Bilingual Education is relatively new on the educational arena, and so is the training (in college) in word processing. Therefore, in order to feature a bilingual component within this innovative curriculum up-grading, it is imperative that attention be given to the development of relevant educational materials to meet the bilingual manpower needs in this field. Thus, it was proposed that resources be allocated to identify, translate, adapt, develop, articulate and evaluate English and Spanish word processing materials so as to develop a set of "articulated competency-based units of instruction" in both languages.

2. OBJECTIVES

The overall goal of this curriculum effort was to demonstrate that quality bilingual materials for vocational training could be successfully developed and implemented using two languages (English/Spanish) simultaneously. The specific objectives were to:

1. Identify the specific competencies required for entry level employment in the word processing field for monolingual as well as for bilingual manpower.
2. Identify and compile relevant training materials in both languages for typing and word processing concepts.
3. Translate, adapt and develop materials.

4. Produce a set of articulated-competency-based units of instruction for the training of both bilingual and monolingual word processors.

5. Test the units of instruction in an actual word processing class.

6. Produce bilingually:

   a. a training guide for word processing

   b. vocabulary lists for each aspect of the word processing curriculum

   c. a listing of teaching strategies and recommendations for program implementation

   d. course outlines in word processing concepts and techniques

7. Establish foundations for an ongoing bilingual vocational education curriculum development effort.

3. DEFINITION OF TERMS

Bilingualism for purposes of this project means the parallel use of English and Spanish as the vehicle of instruction. A term, concept, technique, practice or procedure taught (learned) in one language is immediately taught (learned) in the other language. Similarities and differences are identified and strictly enforced.

4. CURRICULUM RESEARCH

A significant number of studies have been conducted on the word processing aspect of the proposed project. On the bilingual aspect of the proposed project, studies dealing with research in program implementation of the type proposed is nonexistent, to our knowledge. Curriculum development efforts are mainly focused on elementary education. We have taken the lead in a completely new area of educational endeavor--word processing-bilingual vocational training material development. The foundations for this type of

operation are expressed in some of the leading studies related to the overall bilingual conceptualization. The work of Fishman and others on their report about Bilingualism in the Barrio is a cornerstone in understanding language development and influence in the acquisition of knowledge and skills. (Fishman, 1971) In addition, the New Jersey Department of Higher Education has endorsed, through its bilingual resources guide, the major concept of the proposed project:

> Bilingual Education is an instructional process in which two languages are utilized as media of instruction to achieve the educational objectives of a post-secondary program. (New Jersey Department of Higher Education, 1978)

Other references and related research or background information are extensively included in volumes one and two of Anderson's Bilingual Schooling in the United States. (Anderson, 1970)

5. PROCEDURES USED

There were six different, yet interrelated elements or stages in this curriculum effort: (1) identification of competencies and materials; (2) translation, adaptation and development of materials; (3) articulation; (4) application and evaluation; (5) analysis of outcomes; and (6) evaluation of overall effort. These elements served to pace logically each stage in the development of the materials produced as follows:

(A) Identification of competencies and materials. The two questions to be answered at this stage of the project were: (1) What are the competencies required of a word processor in general and of a bilingual word processor in particular? (2) What are the materials available for the training of word processors in general and of bilingual word processors in particular? To answer these questions, an extensive review of material published in this area was conducted. Also, word processing centers, vendors of word processing equipment, and educational institutions offering this type of training were visited.

(B) Translation, adaptation and development of materials. As the major thrust of the project was (1) the preparation of training materials for (2) bilingual instruction in English and Spanish (3) to facilitate the training of word processors, materials in these three areas were identified and selected after activities in item 1 above were completed. The materials dealing with general background information about bilingual education and word processing were then adapted and translated. However, because of the scarcity of adequate bilingual training materials for word processing, special materials had to be developed.

(C) Articulation. This element dealt with the need to correlate all the materials prepared. Materials found originally in Spanish had to be adapted to those found in English, especially when they dealt with the same subject. Training exercises originally produced in one or the other language were also adapted (not literally translated). This was necessary to maintain the parallel use of the two languages throughout the two manuals.

(D) Application and evaluation. All materials identified were subject to an examination in terms of their application to meet the need expressed in the problem of this project. After this original screening, materials were evaluated in terms of their reliability. This element was used to decide on the materials to be adapted and translated.

(E) Analysis of Outcomes. After the preparation of the first manuscript, the consultants to the project assessed the products. Their analyses of the original outcome served as the basis for a second and subsequent revisions. Time constraints did not allow the project staff to make further analysis of the outcomes. This must be done in the setting where the materials produced are going to be used; namely, a word processing training classroom.

(F) Evaluation of Overall Effort. In terms of proposed objectives for this project, the results are commendable as far as the production of the two manuals and the material contained therein are concerned. However, a final evaluation still has to be conducted. This evaluation will involve the utilization of the materials in a classroom setting to determine the adequacy of the product in meeting the need expressed in the original proposal. This will be an ongoing process.

6. FINDINGS

The most important findings during the development and implementation of this project were:

a. There is an urgent need to produce bilingual training materials in the field of office occupations. Such materials must follow the parallel use of the languages involved so as to train individuals who can function effectively in either language.

b. Bilingual training materials in English and Spanish for office occupations are needed at all levels of training: elementary, intermediate, and advanced.

c. Word Processing technology is a rather new development and, presently, the terms utilized in its implementation have no equivalent in Spanish (Examples: diskettes, CRT's, print-wheels, etc.). The concept "word processing" itself has been translated into Spanish as "procesamiento de palabras" by some and as "procesamiento de comunicaciones escritas" by others. In order to continue the expansion of this technology to Spanish speaking countries and to facilitate comprehension of the terminology on the part of the businesses that operate bilingually in these two languages, work needs to be done to clarify some of this new terminology.

d. Most of the equipment available for training bilingual office workers; namely, typewriters and CRT's, do not have the extra characters needed to make perfect copies in Spanish. This is resulting in the corruption of the Spanish language as many individuals producing Spanish correspondence ignore some of these marks. An accent missing in a word, as well as some of the punctuation marks used in Spanish at the beginning of a question, will alter the meaning of the message. This is similar to forgetting the apostrophe in the possessive case in English.

7. INTERPRETATION OF FINDINGS

The findings outlined above indicate the apparent lack of concern on the part of the so-called "System" to provide adequately for the training needs of one of the largest minority groups in the Country. This project shows a positive step in remedying this deficiency. Few, if any, bilingual word processing training materials are currently available at the college level. No materials are available in English

and Spanish with parallel construction. The products of this project, hopefully, will serve as evidence for the continuation of support and sponsorship of these types of activities, not only by the government, but by the private sector as well.

8. DISSEMINATION ACTIVITIES PLANNED AND/OR IMPLEMENTED

The project will be amply publicized both in the County of Essex and the State of New Jersey. The project will be disseminated to the Division of Vocational Education and to the Curriculum Laboratory at Rutgers University. Documentation of the project's major thrust will be sent to the National Clearinghouse for Bilingual Education in Rosslyn, Virginia. Arrangements will be made with the New Jersey Department of Higher Education to have the project included in their resource guide for bilingual education.

The project staff will welcome discussions with interested parties, and information about the project will be available for inspection by any representative of the State.

The training manuals and materials will be used in word processing classes at Essex County College in the Fall to be field-tested and revised as needed.

9. STRATEGIES EMPLOYED TO ELIMINATE SEX BIAS AND SEX ROLE STEREOTYPING

The content of the materials prepared addresses both sexes equally. Both women and men are portrayed as top executives, presidents of corporations, as well as other positions in the business career ladder in the same proportion. Also, there is a balance between Hispanic names and American names for both sexes.

10. CONCLUSIONS

It can be concluded from the development of this project that quality bilingual (English-Spanish) training materials for word processing can be prepared following a parallel approach in the use of the two languages. Parallel exercises in English and Spanish should aid the the teacher as well as the student in the teaching-learning process. Bilingual and monolingual students should benefit from the review exercises which show the differences and similarities in written communication practices in the two languages. The exercises provide experiences for students to demonstrate their knowledge of various types of written communications used in today's offices as well as the commands for producing these communications on a CRT text-editing word processing machine.

The value of these materials cannot be fully assessed until they have been field-tested by the students in a word processing class. This will be done in the 1980 Fall Semester.

11. RECOMMENDATIONS

Projects of this type should be funded on an on-going basis, and the development and implementation of the projects should be closely monitored.

Some of the concerns which evolved in the the development of this project are:

a. Resources should be provided to develop and field-test additional materials of this type

b. Business persons should be recruited to test materials after initial testing by the College's word processing students. The needs of business should be of high priority

c. In the development of materials, one secretary is sufficient. However, when the project leaves the initial stage and has to be revised several times, additional help is needed. The time constraints which place limits on when personnel can be hired do not allow those persons to help in the final preparation of the project.

d. The spending of funds within the time frame given does not allow for the adequate development of projects of this type

It is also recommended that, after the materials have been field-tested by students in an actual word processing class, funds be allocated to cover the cost of revising and updating these materials.

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